

Programme specification

SOAS, University of London

The following information forms the programme specification at SOAS, University of London. It gives definitive information relating to a programme of study and is written for a public audience, particularly prospective and current students. It is also used for other purposes such as initial programme approval, and is therefore produced at the start of the programme development process. Once approved, it forms the base-line information for all statements relating to the programme and is updated as approved amendments are made.

CORE INFORMATION

Programme title	BA Development Studies and another subject
Final award	BA Hons
Intermediate awards	n/a
Mode of attendance	Full time over three or four years, depending on the other subject combined with
UCAS code	
Professional body accreditation	n/a
Date specification created/updated	September 2014

WHY CHOOSE THIS PROGRAMME?

(This information will be used for marketing purposes as summary information about the programme for prospective students. It should be written accordingly, using brief, headline statements and bullet points. The first section is standard text for all programme specifications and should therefore not be amended: subsequent sections should be completed by individual authors.)

Why study at SOAS?	SOAS is unique as the only higher education institution in the UK specialising in the study of Africa, Asia and the Middle East. The School also has the largest concentration of specialist faculty concerned with the study of these areas at any university in the world. SOAS is consistently ranked among the top higher education institutions in the UK and the world and it also offers a friendly, vibrant environment for students in a diverse and close-knit community.
What is special about this programme?	The BA Development Studies and... degree offers students an opportunity to combine the study of a wide range of issues related to international development, with a solid theoretical grounding in a social science discipline, or in-depth knowledge about a particular region, language or culture. In the development studies part of the degree, as well as an introduction to key issues in international development, students are also given the opportunities to specialise in a range of options reflecting the research

	<p>expertise of the staff. The other half of the programme, allowing students to choose from the wide range of regional and disciplinary expertise available at SOAS, allows that knowledge to be put into a specific context.</p> <p>The programme is special in several respects. Firstly, the programme combines a broad-based training in the discipline of development studies, with a strong grounding in the regional contexts of Africa, Asia and the Middle East. Secondly, it is one of the very few BA programmes in development to be offered within a specific Department of Development Studies, enabling our programme to be focused on the discipline. Thirdly, we are the only development studies programme that allows our students to take an African or Asian language as part of their degree. Finally, our degree offers breadth in both disciplinary and regional terms, allowing students an opportunity to focus on particular issues and areas (regional and disciplinary) and to develop their skills and knowledge in international development.</p> <p>As a result of these elements, the programme is uniquely positioned to meet the challenge of changing, less Eurocentric approaches to development in today's world. The department is internationally renowned for the study of non-Western systems of thought and critical approaches to orthodox development practice and theory. The unparalleled regional specialisation within the department enables the department to emphasise the importance of the idea that international development must be considered in context (rather than in abstract terms).</p> <p>The BA Development Studies and... degree offers an introduction to key theories, ideas and issues in international development through the core courses. In addition, students also learn key sets of tools and techniques used in international development practice. These core courses are supplemented through the wide range of options available. In addition to the courses offered within the department, we enable our students to choose from a range of relevant options offered by other SOAS academic departments, and a number of courses offered by the</p>
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	<p>Geography department at King's College, University of London.</p> <p>The BA Development Studies degree is taught by a large and international group of scholars. All are highly regarded as experts in their fields, and focus their research and advisory activities on international development, and development-related, subject areas. This expertise feeds into and shapes the teaching on the BA Development Studies programme, which benefits from the hands-on expertise of the entire academic staff.</p> <p>The unparalleled diversity of both staff and student body within the department makes the programme an exciting, innovative and dynamic learning experience.</p>
Who would it suit?	<p>The BA Development Studies and... programme is suited to those who wish to work in international development in some capacity, whether for international agencies, humanitarian organisations, non-governmental organisations (NGOs) or donor organisations. It trains students in current core theories and ideas in international development, as well as providing training in development practice skills. The options allow students to specialise in particular sectors and areas.</p> <p>Our students also go on to work in a range of other careers, such as journalism; local, national or international government service; policy analysis and advocacy. A substantial number of our students go on to postgraduate study in a range of social science disciplines (including Development Studies at a higher level).</p> <p>The degree is also suited to those with a keen international interest in some of the most important issues facing the world: poverty and inequality; the impact of globalisation; conflict, security and stability; the movement of people across the world; the role of international organisations, national governments and non-state actors; the difference it makes to life-outcomes depending on whether one is male, female, young, old, and so on.</p>
Programme structure	BA Development Studies and... is a three or four year degree programme, depending

	<p>on which subject the degree is combined with. To be eligible for the award of an Honours degree, three-year degree students must pass at least the equivalent of 11 full course units, and four-year degree students must pass at least 14 course units (students take 4 courses each year). Alongside the units required by the other degree programme Development Studies and... is paired with, Development Studies and... students are required to take a minimum of five Development Studies course units in a three-year degree, and at least eight full course units in a four year degree. In addition to these units, students may take two option options during the course of a three-year degree, or three options during the course of a four-year degree, provided they meet the minimum requirements set out above.</p> <p>In their first year, students must take two Development Studies courses.</p> <p>In the second year, students will take one core course, and one course unit worth of options from the list available to Year 2 Development Studies students.</p> <p>In year three students choose two course units worth of options from the list available to Year 3 Development Studies students. Students who have achieved at least a 2.1 in their second year grades may choose to undertake an Independent Study Project (a 10,000 dissertation) on a development studies topic as one of their options.</p> <p>Year four students (who will have taken a year abroad for language degrees) will follow the structure as for Year 3.</p> <p>Development Studies courses are typically taught through 1 or 2 hour lectures and 1 hour tutorial seminars.</p>
Assessment summary	<p>The BA Development Studies degree is assessed over three years through a combination of short reports, essays, examinations and dissertations (Independent Study Projects)</p> <p>Assessment for Development Studies courses varies from 40 / 60 balance between coursework essays and a final written exam, to 100% coursework essays and projects.</p>

	Independent Study Projects (10,000 words) allow students to focus in depth on an issue of their own choosing, working with an academic advisor.
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ENTRY REQUIREMENTS

(The initial statement below is standard text regarding the School's general entrance requirements and should not be amended. There is then the opportunity for authors to add any requirements/arrangements specific to the programme.)

SOAS has general minimum entrance requirements for registration for an undergraduate degree and these can be viewed at (<http://www.soas.ac.uk/admissions/ug/entryreq/>)

- **A Levels: AAA**
- **IB: 37 (6/6/6)**
- **BTEC: DDD**
- **Access to HE: minimum of 30 Level 3 Credits at Distinction**
- **Scottish Highers: AAAAA**
- **Irish LC: 360 points from 5 Higher level subjects at grade C1 or above**
- **Advanced Placement: 4 5 5 (Two semesters - UCAS Group A) plus US HSGD with GPA 3.0**
- **Euro Bacc: 85%**
- **French Bacc: 15/20**
- **German Abitur: 1.5**
- **Italy DES: 85/100**
- **Austria Mat: 1.5**
- **Polish Mat: Overall 80% including 3 extended level subjects**

Applicants with non-standard qualifications may be invited for interview.

PROGRAMME AIMS

What will this programme give the student an opportunity to achieve?

(Programme aims are broad statements of intent which should reflect the School's purpose in offering the programme of study. They are overall, synoptic statements which should be presented as bullet points (there should not normally be more than three or four of them). They should be written in language which is accessible to a lay audience (the use of jargon should be avoided, and any acronyms should be explained).)

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| <ul style="list-style-type: none"> • To provide a solid grounding and training in international development theories and issues; • To provide an excellent and broad-ranging knowledge of development processes and policies in poor countries • To provide an excellent knowledge of international policies in regard to poverty and development • To provide a thorough knowledge of debates over how poverty and development are perceived, including critical voices of orthodox development policies • To provide strong training in the discipline of development studies, and broader social science disciplinary skills |
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PROGRAMME LEARNING OUTCOMES

What will the student learn?

(Learning outcomes are statements of what a student is expected to know/understand/do by the end of the programme. They are set at a level appropriate to the award, and

authors might find it helpful to refer to the QAA Framework for Higher Education Qualifications

(<http://www.qaa.ac.uk/Publications/InformationAndGuidance/Documents/Quality-Code-Chapter-A1.pdf>) for further information on levels of awards. Learning outcomes are related to teaching, learning and assessment methods described later in the programme specification, and to the curriculum, but are expressed as general statements of learning under four headings:

Knowledge: normally subject-based, describing the factual/conceptual base of the field of study and the level of complexity to be achieved.

Intellectual (thinking) skills: might encompass independent research, analysis, synthesis, evaluation of concepts, problem solving, interpretation of statistical data, critical literature review, resource discovery (electronic and print) etc.

Subject-based practical skills: these will be discipline specific, for example performance skills, design and creative skills, IT skills for data processing etc.

Transferable skills: broader skills for life, which might include problem solving, oral and written communication, accessing and exploitation of electronic information resources, teamwork or other skills particularly relevant to specific subsequent employment.

Again, bullet points should be used and three or four learning outcomes in each section would be appropriate. Please keep in mind the student audience and use language which is fit for purpose. It is also helpful to focus on aspects which might make the programme distinctive or even unique. Where a programme has a number of pathways, it is useful to identify any learning outcomes that are specific to each pathway.)

On completion of this programme, the student should be able to demonstrate:

Knowledge

- A coherent and solid knowledge and understanding of development theories and critiques
- A coherent and solid knowledge and understanding of development policies at national and international levels
- A detailed knowledge of development through a specialist optional subject
- An understanding of social, political and economic conditions in the developing world and their international context

Intellectual (thinking) skills

- The ability to devise and sustain arguments related to international development
- The ability to discuss and critically engage with theories and ideas about international development from a variety of intellectual perspectives
- The ability to analyse academic materials to identify their key arguments and underlying assumptions
- The ability to construct arguments drawing on development studies theories and ideas, as well as on empirical evidence
- The ability to exercise independence of thought, including a willingness to challenge their own previous assumptions about various issues
- For students taking the Independent Study Project, an ability to formulate research questions, design a research strategy and work independently to address those questions.

Subject-based practical skills

- An ability to critically engage with ideas and theories
- An ability to examine data and theories using a multi-disciplinary social science approach
- Research techniques in using specialised libraries and resources (including data available on the web) related to international development
- An ability to read and engage with a variety of types of literature – reports, papers, articles, books – incorporating different types of data and methodology and disciplinary perspectives

Transferable skills

- The ability to present ideas, oral and written, in a clear, well-structured manner
- Understanding of how to use a variety of sources, and interpret the data contained in those sources
- The ability to work to deadlines and within time constraints
- The ability to critically engage with complex ideas and arguments
- The ability to engage in meetings through presenting, discussing and constructively critiquing ideas
- The ability to work productively in, and contribute to groups
- The ability to work independently

PROGRAMME STRUCTURE AND REQUIREMENTS FOR GAINING AN AWARD

How will the student's study be structured? How will they achieve an award?

(The initial statement below is standard text regarding SOAS requirements relating to the structure and duration of programmes and requirements for gaining an award and should not be amended. Individual authors should then complete the programme structure diagram with information relevant to this programme.)

Structure, duration and requirements for gaining an award

SOAS has standard requirements relating to the structure and duration of undergraduate programmes and for the award and classification of these programmes.

Details can be found at <http://www.soas.ac.uk/registry/degreeregulations/>

Programme structure diagram

Below is a structure diagram for this programme.

(To be completed by individuals completing the template. It is intended that the structure grid should provide a clear picture of the course units to be taken as the student progresses through the programme. The "status" column should indicate whether the course is "core", "compulsory" etc. The final column provides an opportunity for authors to add any further relevant information which might relate to options, prerequisites, pathways etc.)

Level	Year of study	Course code	Course title	Credit	Status	Notes
4	1	New	Introduction to Development Studies	30	Core	
4	1	New	Introduction to the Political Economy of Development	30	Core	
4	1		2 units from other department named in degree title	60		
Where a particular degree combination requires students to take 3 core courses in their first year as part of the other department named in the degree, students will be expected to take one DS core course in their first year, and the second course in their second or third year (depending on when they take their year abroad).						
5	2	New	Comparative Studies on Development	30	Core	
5	2		1 unit's worth			

			of options from the list below for Year 2 students; or 1 open option (subject to the rules on open options)	30		
6	3		2 options from the list below for Year 3 students; or 1 options and 1 open option (subject to the rules on open options)			

The availability of optional/elective courses may vary in a given academic session due to factors such as staff absence and student numbers. For an up to date list of courses running in a given academic session please refer to the degree structures as listed on the SOAS website for the degree programmes taught by each Department.

Level 5 (second year) Course Options

30 credit options

151010020 Introduction to Global Forced Migration Studies

15 credit options

Tbc Introduction to Development Practice

Tbc Key thinkers and theories

151010034 Non-Governmental Organisations, Development and Change

151010038 Political Economy of Finance, Debt and Development

151010041 Development and Conflict

151010039 Land, Natural Resources, Development and Environmental Change

151010040 Governance and Development

151010044 Development Communication

Not all courses run in all years

Other (non-departmental) course units counting as options in Development Studies (all 30 credits):

Any Level 4 or Level 5 language course offered within SOAS

153400100 Banking and Finance (course run by Economics Dept)

153400032 Economics of Developing Countries (1) (course run by Economics Dept)*

153400106 International Economics (course run by Economics Dept)

153400063 Comparative and International Politics (course run by Politics Dept)

153400067 Comparative Political Sociology of Asia and Africa (course run by Politics Dept)

153400020 Government and Politics of China (course run by Politics Dept)

153400020 Government and Politics of South Asia (course run by Politics Dept)

153400060 Government and Politics of the Middle East (course run by Politics Dept)

153400014	International Politics (course run by Politics Dept)
153400054	Political Theory (course run by Politics Dept)
153400042	Politics of Development (course run by Politics Dept)
153400072	Southeast Asian Government and Politics (course run by Politics Dept)
153400072	Taiwan's Political and Economic Development (course run by Politics Dept)
153400064	The State and Politics in Africa (course run by Politics Dept)

*153400003 Introduction to Economic Analysis is a pre-requisite

Courses run by King's College Geography Department (all 15 credits):

5SSG2051	Climate Variability, Change and Society
104202044	Development Geographies: Livelihood and Policy Contexts
5SSG2024	Ecological and Cultural Biogeography
5SSG2043	Environmental Remote Sensing
5SSG2042	Natural Hazards
105SSG2052	Society, Environment and Geography: Nature and Culture
5SSG2054	Water and Development

Level 6 (third year) course options

Final year students may not take any introductory level courses, including languages

30 Credit options:

151010006	Independent Study Project
151010020	Introduction to Global Forced Migration Studies

15 Credit options:

151010034	Non-Governmental Organisations, Development and Change
151010038	Political Economy of Finance, Debt and Development
151010041	Development and Conflict
151010039	Land, Natural Resources, Development and Environmental Change
151010040	Governance and Development
151010044	Development Communication
151010042	Food Security and Livelihoods
151010028	Issues in Borders and Development
151010021	Issues in Gender and Development
151010032	Issues in Global Commodity Chains, Production Networks and Informal Work
151010037	Issues of the Working Poor and Development
151010035	Security
151010024	Themes in Contemporary Development: Civil Society and Social Movements
151010033	Tigers and Dragons: Issues in East Asian Development Revisited

Not all courses run in all years

Courses run by King's College Geography Department (all 15 credits):

5SSG2051	Climate Variability, Change and Society
104202044	Development Geographies: Livelihood and Policy Contexts
5SSG2024	Ecological and Cultural Biogeography
5SSG2043	Environmental Remote Sensing
5SSG2042	Natural Hazards
105SSG2052	Society, Environment and Geography: Nature and Culture
5SSG2054	Water and Development

TEACHING, LEARNING AND ASSESSMENT

What methods will be used to achieve the learning outcomes?

(Provide details of the teaching, learning and assessment methods to be used, cross-referenced to the learning outcomes given above (listing under the same four headings might be helpful). Audience awareness is again important in relation to language used.

The following examples might provide general guidance:

Knowledge: *subject knowledge is often developed through lectures and seminars, supplemented by directed study of texts/journal articles and by assignment or project work. Assessment is generally through unseen written examinations, but most assessment methods will require some demonstration of subject knowledge and understanding.*

Intellectual (thinking) skills: *skills such as analysis, synthesis, evaluation and application are often practised and demonstrated through active learning processes involving assignments or projects, and group learning activities (seminars/tutorials, workshops, fieldtrips etc). Assessment might utilise written examinations or problem-based exercises. Independent project work or research dissertations might be used to demonstrate subject-specific intellectual skills.*

Subject-based practical skills: *this will vary from discipline to discipline, but will generally require development through opportunities to practise the activity in an appropriate learning context (for example in a laboratory, studio or work placement). Workbooks/practice manuals might also be provided. Assessment of competence in exercising a practical skill must involve demonstration of it.*

Transferable skills: *skills that are readily transferable to employment and related contexts such as communication, teamwork etc can be developed through naturally arising opportunities within the curriculum or through work placements. Written communication will be enhanced through essay/dissertation writing or writing up projects. Oral communication can be developed in presentations and group work. Team working skills may be demonstrated and assessed through collaborative projects.)*

Knowledge

- Foundational knowledge of concepts, debates, theories and issues in international development will be achieved through Year 1 core and compulsory lectures, and tutorial presentations and discussions. It will be assessed through coursework essays and unseen examinations
- Advanced knowledge of concepts, debates, theories and issues in international development will be achieved through the Year 2 core and compulsory course lectures, tutorial presentations and discussions; as well as optional course lectures and tutorials. It will be assessed through coursework essays, and unseen examinations.
- Detailed knowledge on specific issues within international development, and on regional contexts will be achieved through core and compulsory course lectures and tutorials, as well as through optional course lectures and tutorials. It will be assessed through coursework essays and reports, unseen examinations, ISPs and presentations.

Intellectual (thinking) skills

- The ability to devise and sustain arguments related to international development will be developed through lectures, tutorials, oral presentations, class discussions and essay writing
- The ability to critically engage with theories and ideas about international development will be developed through course reading materials, lectures, and especially through small-group tutorials in which students will present and discuss the major theories pertaining to a particular issue
- Self-management of learning, and effective use of data and information sources, will be developed through the course structure which places a strong emphasis on guided self-learning
- The Independent Study Project will encourage students to choose their own topics for research in international development

- These will be assessed through coursework essays, presentations, reports, and the ISP, and unseen written examinations.

Subject-based practical skills

- The ability to critically engage with theories and ideas will be developed through the course readings for all courses, guided by lectures and tutorials.
- The ability to examine data and theories using a multi-disciplinary approach will be fostered through course readings which draw on a range of disciplines, and from lectures based on a variety of multi-disciplinary approaches
- The ability to acquire research techniques using specialised libraries and resources related to international development will be developed through essay writing, presentations and the Independent Study Project
- An ability to read and engage with a variety of types of literature will be developed through the course reading materials, essay writing (and feedback on those essays) and tutorial presentations.
- The ability to use and critique a range of tools, techniques and approaches used in international development practice will be developed through the 2nd year core course in development practice.
- Assessment will be by coursework essays, presentations, reports, and the ISP, and by unseen written examinations.

Transferable skills

- Through essay writing following clear guidelines and with feedback on written and other coursework
- Through strict deadlines and parameters within which essays must be presented
- Through the development of presentation and debating skills through tutorial presentations and discussions
- Through examinations which encourage clarity of thinking, expression, within a strict time-bound period

REFERENCE POINTS

What has been the basis for the design of this programme?

- School Learning and Teaching Strategy
- Core staff research in development; and experience of consultancies and other practical development work for government, international and non-governmental organisations in relevant fields.
- QAA framework for higher education qualifications
- Consultation with staff at other HEIs offering development studies, and SOAS departmental staff experience of other programmes
- Formal evaluation of the department's current programmes
- Student representation at departmental meetings.

QUALITY ASSURANCE AND ENHANCEMENT

SOAS has internal procedures to assure the quality of provision to be offered to students and to enhance the quality in the light of experience following delivery, taking into account the input of external experts and students. The procedures are set out in the School's Quality Assurance Handbook and can be viewed at (<http://www.soas.ac.uk/add/qualityassurance/quality-assurance-handbook/>).

SOAS is also subject to periodic external review from bodies such as the Quality Assurance Agency for Higher Education and relevant professional and statutory regulatory bodies.

The procedures described in the Quality Assurance Handbook are in place to provide a high quality student experience for those choosing to study at SOAS, and student input and evaluation of their experiences is greatly valued. Students make an input to the ongoing development of their programmes, and the environment in which they operate, in a number of ways, including:

- formal student evaluation as part of the annual programme review;
- student representation on School committees at various levels (through the Students' Union) where many relevant issues are discussed;
- student representative meetings with BA Development Studies programme convenor, and with the Head of Department;
- student representation at departmental meetings

FURTHER INFORMATION

(The following text is standard information common to all programme specifications and should not be amended by individuals completing the template except where indicated.)

Add in links to other relevant information, both internal and external, including:

- [SOAS Vision and Strategy Statement](#);
- [Undergraduate](#) and [Postgraduate](#) Handbooks;
- *Departmental handbooks*;
- [Quality Assurance Handbook](#);
- *Separate regs link*;
- [UCAS website](#);
- [QAA website](#);
- [Programme description](#)
- [Departmental website](#)